

Teacher's Guide to Meeting the Common Core Standards* with *Prentice Hall Literature*



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*The version of the Common Core standards presented in this document reflects the final version of the CCS issued by the Council of Chief State School Officers and the National Governors Association in June 2010. Pearson provides a Teacher's Guide for each grade of *Literature*, presenting the complete text of the final Common Core Standards, correlations to student edition, and supporting guidance for teachers.

Introduction

The Pearson Promise

Welcome to the Common Core Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Now that the Common Core Standards are finalized, Pearson is providing a full Common Core Alignment that correlates to every grade level of *Prentice Hall Literature* and supports your instructional needs.

This correlation provides an alignment of our grade 12 literature anthology to the Common Core Standards. You will also find “mini-lessons” embedded in these correlations to help you tailor your instruction to meet the requirements of the standards.

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.

Meeting the Common Core Standards with *Prentice Hall Literature*



Grade 12

College and Career Readiness Standards for Reading

The College and Career Readiness (CCR) anchor standards in the Reading domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 12 as they build toward the CCR Reading standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. (Note that Common Core Standards for Reading are divided between Literary and Informational texts.)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature

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Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.

Reading Strategy, pp. 38, 168, 664, 1272, 1366; **Literary Analysis**, p. 1296

To cover the standard, introduce literal comprehension and inferential reading skills using some or all of the Reading Strategy instruction on pages 38, 168, 664, 1272, and 1366. As students apply literal comprehension skills such as paraphrasing (pp. 38, 664) or summarizing (pp. 168, 1366) the lesson selections, direct them to cite textual evidence to support their analyses of what the text says explicitly. Similarly, as students apply inferential skills such as inferring the essential message (p. 1272), ensure that they cite textual evidence to support their inferences. Reinforce the skills and assess mastery by having students complete the After You Read questions that follow the selections.

To further support and reinforce the standard, use the Literary Analysis on page 1296, focusing on ambiguity. Stress that some texts intentionally leave things uncertain. Discuss why this uncertainty, or ambiguity, would be effective in a ghost story. Then have students read the story, presenting textual evidence to support their analysis of what the text says explicitly, what it implies, and what it leaves uncertain. Reinforce the skills and assess mastery by having students complete question 5, including the chart, in the After You Read feature on page 1306.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Reading Strategy, pp. 168, 1366; **Literary Analysis**, pp. 264, 504, 1244

To address the standard, introduce the concept of theme using the Literary Analysis instruction on pages 264, 504, and 1244 and the concept of summarizing using the Reading Strategy instruction on pages 168 and 1366. As students determine how themes of lesson selections are conveyed through particular details, have them first summarize the text's key details objectively, without introducing opinions or judgments, and then draw on details from their summaries to support their analyses of the themes. Clarify that works often express more than one theme and that these themes often build on or interact with one another over the course of the text. To illustrate, help students recognize that the *carpe diem* theme in "To His Coy Mistress" (pp. 506–508) actually includes a number of related themes involving issues of time, happiness, love, and meaning in human existence. Use these prompts to guide discussion:

1. What do lines 21–22 suggest about the passage of time? What related idea does the poem express about the transience of human happiness?
2. What do lines 11–16 suggest that the speaker feels about the mistress and values in their relationship? In general, what does the poem suggest is valuable in human experience?
3. Why do you think the mistress is "coy"? What does the poem suggest about that "coyness"?
4. Is the *carpe diem* theme hedonistic or self-indulgent in any way? If so, how?
5. What aspects of the poem show that the speaker values logical argument?
6. Do any of the ideas in the poem contradict one another? If so, how?

Ask similar questions to enrich and broaden the discussion of theme in the other selections. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

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3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Literary Analysis, pp. 360, 1340, 1418

To cover the standard, use the Literary Analysis instruction on pages 360, 1340, and 1418 to introduce key elements of a story or drama, such as plot, conflict, setting, and characterization. Stress that the author's choices regarding how to develop and relate these elements is at the heart of a work's impact. Have students analyze that impact by applying the skills as they read and discuss the lesson selections. Reinforce skills and assess mastery by having them complete the After You Read questions that follow the selections.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Reading Strategy, p. 137; **Literary Analysis**, pp. 779, 852, 1272, 1366

To cover the standard, use the Reading Strategy instruction on page 137 and the Literary Analysis instruction on page 779 to introduce the concepts of context clues and figurative language. Tell students that when they determine the meanings of words and phrases used in a text, they should consider whether those words and phrases are used figuratively, meaning something beyond their literal, word-for-word meaning. Explain that they should also consider the connotations, or emotional associations, that each word or phrase conveys. Tell students to consider figurative and connotative meanings as they apply the skills to the lesson selections. Reinforce skills and assess mastery by having students complete the After You Read questions and Vocabulary Lessons that follow the selections.

Then, use the Literary Analysis instruction on pages 852, 1272, and 1366 to introduce the concepts of diction, or word choice, and tone. Stress that diction, including the figurative and connotative meanings of the words chosen, has a strong effect on the tone or attitude that a work conveys. Have students apply the skills as they read and discuss the lesson selections. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

To further support the standard, have students read **Shakespeare's Sonnet 106, on page 275**. Guide them to see how Shakespeare plays on the multiple meanings of the word *blazon* in line 5. Explain to students that according to the *Oxford English Dictionary*, this noun has the following meanings (the dates given are the earliest examples of a particular usage): "a coat of arms in heraldry" (1325); "a shield used in war" (1340); "a description or record of any kind, especially a record of excellent qualities" (1577); and "a show or publication of something" (1602). Help students understand how Shakespeare's reference to a *blazon*, or catalog, of his lover's physical attributes makes use of many or all of the word's meanings and that the word's link with heraldry accords well with the poem's reference to "ladies dead and lovely knights."

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5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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Literary Analysis, pp. 137, 1218, 1296; **Comparing Literary Works**, p. 1209

To address the standard, use the Literary Analysis instruction on pages 137, 1218, and 1296 and the Comparing Literary Works instruction on page 1209 to explain the concept of plot devices and their relationship to structure and meaning. Clarify that using a frame story (p. 137) or story within a story (p. 1218) is one way to structure fiction and that stream-of-consciousness narrative (p. 1209) is another. Note that the basic structure of any story is its plot, which usually proceeds in chronological order to a climax and resolution. Point out that a flashback (p. 1296) sometimes interrupts the chronological order to show an earlier time and that an epiphany (p. 1218) is a type of climax.

As students read the lesson selections and examine the author's choices regarding structure, have them focus on how the author's choices concerning the way to structure specific parts of the text contribute to the overall structure and meaning as well as to each story's aesthetic, or artistic, impact. For example, for "The Lagoon" and "Araby," use these prompts to guide discussion:

1. Consider Conrad's choice to use the story-within-a-story structure instead of having just having one story with Arsat as narrator. How does that choice change the tone of the story? What theme or meaning does it help convey?
2. Consider Conrad's choice of giving Arsat's story a tragic resolution. What central themes of "The Lagoon" does the tragic resolution convey that would have been different if the resolution were happier?
3. Consider Joyce's choice to narrate "Araby" from the point of view of an older narrator, not the narrator as he was at the time of the story. How does that choice change the tone of the story? What theme or themes does it help convey?
4. Consider Joyce's choice to use epiphany in "Araby." How does this choice contribute to the story's overall aesthetic, or artistic, impact?

Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

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6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Literary Analysis, pp. 604, 628, 1316

To cover the standard, use the Literary Analysis instruction on pages 604 and 1316 to introduce the concepts of satire, sarcasm, understatement, and irony. Clarify that sarcasm is a type of verbal irony in which the tone or attitude is particularly bitter. Have students apply the skills as they read and discuss the selection from *Gulliver's Travels* and the story by Doris Lessing. Reinforce the skills and assess mastery by having students complete the After You Read questions that apply to these two selections.

To further support and reinforce the standard, use the Literary Analysis instruction on page 628 to introduce the concept of parody. Explain that parody usually requires readers to understand satire and irony. Have students look for both elements as they read the selection from *The Rape of the Lock*. Use these prompts to guide discussion:

1. What aspects of society does Pope satirize?
2. What is ironic about the description of the card game?
3. Does the selection rely more on understatement or hyperbole, a term meaning "overstatement"? In general, how does hyperbole contribute to the irony?

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist.)

To address the standard, have students read the **Shakespeare on Film feature on pages 312–313** as well as ***The Tragedy of Macbeth* on pages 322–415**. Explain that there have been many productions of the play over the years, in a variety of media. After students complete the play, have them view any two interpretations that you preview for suitability. Use these prompts to help students compare and contrast the interpretations and distinguish how each interprets the source text:

1. How well does each performer capture the character portrayed?
2. How effective is the production in conveying an appropriate mood or atmosphere? What visual or sound elements help convey it?
3. What new insights, if any, does the production provide about the themes of the original work? What insights, if any, does it provide about more modern concerns or experiences?
4. For productions using the original text, how effectively is the language communicated? What aspects of the production provide context to help audiences understand the language without footnotes?
5. For productions that update the original, how relevant is the update to the original? Was the update imaginative or thought provoking? Why or why not?

Use a similar strategy to enrich study of ***Beowulf* (pp. 40–64)**, ***Oedipus the King* (pp. 423–434)**, ***Gulliver's Travels* (pp. 606–616)**, ***Hard Times* (pp. 998–1004)**, and/or ***Jane Eyre* (pp. 1030–1037)**. Have students read more of the original work before viewing interpretations.

(Students may also apply this standard to U.S. texts in Grade 11, using the *Prentice Hall Literature: The American Experience* textbook. Detailed lessons for applying this standard appear in the Grade 11 CCS Teacher's Guide.)

8. (Not applicable to literature.)

N/A

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9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

(Students may apply this standard to seminal U.S. texts in Grade 11, using the *Prentice Hall Literature: The American Experience* textbook. Detailed lessons for applying this standard appear in the Grade 11 CCS Teacher's Guide.)

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Independent Reading, pp. 225, 453, 705, 931, 1111, 1479

To address the standard, use the suggestions for independent reading on pages 225, 453, 705, 931, 1111, and 1479. These suggested works include fiction, poetry, and drama of varying complexity. Use the Lexile scores and L1 ("for struggling readers") through L4 ("above level") reading level indicators in the *Prentice Hall Literature* Teacher's Edition to help students choose independent readings of the appropriate complexity. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of selections in the *Literature* student edition for independent reading. Use the Accessibility at a Glance chart in the Teacher's Edition to assess text complexity.

To ensure students' proficiency in reading independently, hold Literature Circles for the titles students choose to read, following the guidance for Literature Circles in the *Professional Development Guidebook* and using the Connecting to the Essential Question discussion questions on the Independent Reading page in the *Literature* Teacher's Edition. You may also use the additional independent reading support in the *Guidebook*, including the Response Journal, Save the Last Word for Me, and Reading Log pages.

To support students' fluency, you may wish to use the research-based strategies for practicing fluency, such as structured partner reading, found in section 1 of the *Professional Development Guidebook*. For additional fluency practice, you will find Fluency notes at point of use for selections throughout the *Literature* Teacher's Edition.

Reading Standards for Informational Text

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Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.

Reading Strategy, pp. 282, 296, 680

To address the standard, use the Reading Strategy instruction on pages 282, 296, and 680 to introduce the concepts of analyzing what a text says explicitly and what it says implicitly. Stress that the ideas in texts are sometimes explicit, or stated directly, but are often implicit and must be inferred, or figured out, from details in the text. Have students apply the skills as they read and discuss Queen Elizabeth's speech and the eyewitness account of the Spanish Armada (pp. 285–289), the selection from the Sermon on the Mount (p. 301), and the essay from *The Spectator* (pp. 682–684). Suggest that students fill out a diagram like the one on page 296 to show textual evidence and the explicit or implicit ideas the evidence supports.

Point out that in drawing inferences from a text, students should recognize that a text sometimes leaves things uncertain. Guide students to see some of the things left uncertain in Addison's essay "The Aims of The Spectator" (pp. 682–684). For example, what is Addison's attitude toward the men he calls "the blanks of society"? He claims to regard these "poor souls with an eye of great commiseration" and says he will provide them with information that will "have a good effect on their conversation." However, his calling them "blanks" and the hyperbole of his "great commiseration" seem to suggest that he feels contempt for them. You may want to have students speculate about matters like these, which are left uncertain in the text.

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2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Strategy, pp. 282, 1284; **Literary Analysis**, p. 1444

To address the standard, introduce the strategies of determining the essential message and summarizing using the Reading Strategy instruction on pages 282 and 1284. As students determine how the central ideas or main points of lesson selections are conveyed through particular details, have them first summarize each text's key details objectively, without introducing opinions or judgments, and then draw on details from their summaries to support their analyses of the central ideas. Clarify that works often express more than one central idea and that these central ideas often build on or interact with one another over the course of the text. As students read the selections, use prompts to help them focus on how central ideas interact, build on, and in some cases conflict with one another; for example, use these prompts for Elizabeth's speech:

1. What have Elizabeth's advisers warned her not to do? By doing it anyway, what two main points does she reinforce?
2. What widely held view of women in her day does Elizabeth recognize in her fourth sentence? How does this view conflict with her main points? Why would she mention it despite this conflict?
3. What point does Elizabeth make in her next-to-last sentence? How does it relate to her other ideas?

Ask similar questions to enrich and broaden the discussion of the central ideas in the other selections. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

To further reinforce the standard, use the Literary Analysis on page 1444, focusing on elements of argumentative essays that state, support, or elaborate on the central ideas. Then, have students read and discuss the selection, using marginal annotations and Critical Reading questions to help them provide a complex analysis of how Clarke's ideas interact and build on one another. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selection.

3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Literary Analysis, pp. 646, 758

To address the standard, use the Literary Analysis instruction on pages 646 and 758, focusing on ideas associated with the Enlightenment and the Romantic movement. Then, have students read the selections, using the marginal prompts and Critical Thinking questions to help them analyze the influence of Enlightenment or Romantic ideas on these authors and explain how individuals, ideas, or events interact and develop over the course of each text. Reinforce the skills and assess mastery by having students complete the After You Read questions that follow the selections.

Reading Standards for Informational Text

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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

To address the standard, enrich the instruction for **Meditation 17 on pages 488–490** by discussing the language John Donne uses to express his beliefs. Tell students that when they determine the meanings of words and phrases used in a text, they should consider the following:

- the word or phrase's context, or surroundings, which usually provides clues to its meaning
- whether the word or phrase is used figuratively, meaning something beyond its literal meaning
- the word or phrase's connotations, or emotional associations beyond its dictionary meaning
- whether the word has a technical meaning different from its usual meaning
- how the author refines the meanings of key terms over the course of the text

Then, have students read the selection, focusing on the meaning of the words and phrases Donne uses to express his ideas. Use these prompts to guide discussion:

1. What does *universal* mean in the second sentence? Which other words are context clues to its meaning?
2. In the fourth sentence, is the phrase "one volume" literal or figurative? What does it mean?
3. In the seventh sentence, Donne speaks of "religious orders." What is the technical meaning of the word *orders* here?
4. When Donne says that every human being is "a piece of the continent, a part of the main," what meaning does his figurative language suggest?
5. Toward the end of the meditation, Donne uses the word *affliction* more than once. How does the connotation of this word differ from the connotations of *misery*, a word with a similar meaning used earlier? How are the connotations of *affliction* related to the idea Donne uses the word to express?
6. Examine how Donne refines the meaning of two key interrelated terms he uses repeatedly, *bell* and *toll*.
 - a. In the first sentence, why might the person for whom the bell tolls not know it tolls for him? What does Donne say he might erroneously think about the bell?
 - b. What other events does the bell's toll later signal? With what does Donne associate the bell's toll in general?
 - c. When Donne says that the bell calls not only the preacher but the congregation, what point is he making? Where does he later make a similar point?
 - d. How does the famous remark "never send to know for whom the bell tolls; it tolls for thee" refine the meaning of the bell's tolling in the opening statement? How does it help convey Donne's main idea?

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5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Strategy, pp. 82, 1462; **Literary Analysis**, pp. 1444, 1462

To address the standard, enrich the Reading Strategy instruction on pages 82 and 1462 and the Literary Analysis instruction on pages 1444 and 1462 by reviewing the typical structure of exposition and arguments:

- An introductory paragraph states the main idea.
- The body consists of paragraphs that support the main idea. Typically, each paragraph has its own key concept, stated in a topic sentence. The rest of the paragraph provides details that support the topic sentence
- A concluding paragraph restates and reinforces the main idea of the selection.

Also review these four common ways of organizing supporting paragraphs in the body of an essay, or supporting details in a paragraph:

- Chronological or sequential order: the order in which events occur or a process unfolds
- Cause-and-effect order: showing how one situation or condition brings about another
- Comparison and contrast: pointing out similarities and differences between items, either discussing them both point by point or discussing one item first and then the other
- Order of importance: proceeding from least important point to most important, or reversing that process

Then, as students read and discuss the lesson selections, have them analyze how the structure helps make points clear, convincing, and engaging. Use prompts to guide discussion; for example, for the selection from *A History of the English Church and People* (pp. 84–86), you might use these prompts:

1. Which island does Bede discuss first and in more detail? What does this structure suggest about the relative importance of the two islands in Bede's history?
2. Which words and details in the first six paragraphs would have helped make Bede's subject engaging to readers of his day?
3. What evidence supports Bede's statement that Britain has many land and sea birds or that British rivers abound in fish? What does the evidence, or lack of it, show about the relative importance of birds and fish in Britons' lives in these early times?
4. To what is Bede comparing Ireland in the last paragraph? What does the comparison/contrast structure stress about Ireland?
5. Do you find Bede's structure easy to follow and helpful in communicating the information he is trying to explain? Why or why not?

Ask similar questions to enrich and broaden the discussion of structure in the other selections. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Strategy, pp. 896, 910, 1284; **Literary Analysis**, p. 910

To address the standard, use the Reading Strategy instruction on pages 896, 910, and 1284 and the Literary Analysis instruction on page 910, focusing on the rhetorical devices and persuasive techniques that authors use to achieve their purpose or express their views. As students read the lesson selections (excluding the Government Memorandum), have them use the marginal prompts to help them determine the author's purpose or viewpoint and analyze how the rhetorical devices and persuasive techniques contribute to the power, persuasiveness, or beauty of the text. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

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Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Informational Text: Primary Sources, pp. 1284–1294

To address the standard, use the Informational Text feature on pages 1284–1294, which focuses on Britain in the early years of World War II. Point out that the feature includes a secondary-source summary, “The Story Behind the Documents” (p. 1286); primary-source material presented verbally in the form of a transcript of a famous speech by then newly elected Prime Minister Winston Churchill (pp. 1287–1290); a primary-source document of a very different kind in the form of a government memorandum outlining an Evacuation Scheme (p. 1291); and primary-source material presented visually in the form of a wartime poster and several photographs of the London Blitz (pp. 1292–1293). Have students use the marginal prompts and Critical Reading questions to help them integrate and evaluate the information in these multiple sources of information in order to address the question, “What was Britain like in the early years of World War II?” Reinforce the skills and assess mastery by having students complete the Comparing Primary Sources feature on page 1294.

To further reinforce and support the standard, encourage students to do additional research for more information in multiple media or formats that can help them address the question “What was Britain like in the early years of World War II?” or a related question they pose, such as “What was British public morale like in the first year Churchill served as prime minister?” or “How did Churchill help inspire Britons during the dark days of World War II?” For instance, students might incorporate the following additional sources into their research:

- a recording of Churchill's speech of May 19, 1940, the speech transcribed on pages 1287–1290
- recordings of some of Churchill's other wartime speeches, especially his speeches to Parliament on May 13, 1940 (“blood, toil, tears, and sweat”); June 4, 1940 (“we shall fight on the beaches”); June 18, 1940 (“this was their finest hour”); and August 20, 1940 (“never was so much owed by so many to so few”)
- newsreels showing Londoners during the blitz, Churchill making some of his speeches, and other scenes of Britain during the first years of World War II
- charts and graphs providing quantitative information about wartime evacuations in Britain or about the London Blitz or the Battle of Britain (number of warplanes, number of attacks, extent of damages, numbers injured and killed, and so on)
- transcripts of interviews with Britons in World War II
- appropriate sections of well-regarded secondary-source histories and biographies
- reliable online sources, including those of the BBC

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8. Delineate and evaluate the reasoning in seminal U.S. texts, including application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

(Students may apply this standard to seminal U.S. texts in Grade 11, using the *Prentice Hall Literature: The American Experience* textbook. Detailed lessons for applying this standard appear in the Grade 11 CCS Teacher's Guide.)

9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

(Students may apply this standard to seminal U.S. texts in Grade 11, using the *Prentice Hall Literature: The American Experience* textbook. Detailed lessons for applying this standard appear in the Grade 11 CCS Teacher's Guide.)

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently..

Independent Reading, pp. 225, 453, 1111, 1479

To address the standard, use the suggestions for independent reading on pages 225, 453, 1111, and 1479. These suggested works include literary nonfiction of varying complexity. Use the Lexile scores and L1 ("for struggling readers") through L4 ("above level") reading level indicators in the *Prentice Hall Literature Teacher's Edition* to help students choose independent readings of the appropriate complexity. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of selections in the *Literature* student edition for independent reading. Use the Accessibility at a Glance chart in the Teacher's Edition to assess text complexity.

To ensure students' proficiency in reading independently, hold Literature Circles for the titles students choose to read, following the guidance for Literature Circles in the *Professional Development Guidebook* and using the Connecting to the Essential Question discussion questions on the Independent Reading page in the *Literature Teacher's Edition*. You may also use the additional independent reading support in the *Guidebook*, including the Response Journal, Save the Last Word for Me, and Reading Log pages.

To support students' fluency, you may wish to use the research-based strategies for practicing fluency, such as structured partner reading, found in section 1 of the *Professional Development Guidebook*. For additional fluency practice, you will find Fluency notes at point of use for selections throughout the *Literature Teacher's Edition*.

College and Career Readiness Standards for Writing



The College and Career Readiness (CCR) anchor standards in the Writing domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 12 as they build toward the CCR Writing standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>To satisfy the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, enriching the instruction as indicated below in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.</p>
1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	<p>Writing Workshop, pp. 442–449; Writing, pp. 32, 136, 663, 685; Timed Writing, pp. 713, 1027</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, emphasizing the strategies for introducing a significant claim in a thesis statement (pp. 443–444), distinguishing it from counterarguments (p. 443), and making sure the argument is well organized and arranged in a logical order (pp. 446–447). Explain that a persuasive essay is often called an argumentative essay. Note that persuasive writing sometimes takes on special forms, such as an editorial or a letter to the editor, which may be shorter than a standard persuasive essay.</p> <p>To provide additional support and reinforcement of the standard, assign the Writing activity on page 32 or 663, an editorial; the Writing activity on page 136, a persuasive sermon; the Writing activity on page 685, a letter to the editor; or the Timed Writing activity on page 713 or 1027, a persuasive essay. Enrich the activity by providing these directives for students:</p> <ul style="list-style-type: none"> • State your central claim in precise, memorable terms that indicate why it is significant. • Distinguish your claim from alternate or opposite claims, showing why your claim is stronger. • Establish an organization that will make clear the relationship between your claim, the counterclaims you mention, and the reasons and evidence you provide.
1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<p>Writing Workshop, pp. 442–449; Writing, pp. 32, 136, 663, 685; Timed Writing, pp. 713, 1027</p> <p>To address the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, emphasizing the strategies for considering audience and counterarguments (p. 443) and for providing elaboration (p. 444). Tell students to try to anticipate their audience's knowledge level—for example, an analogy can help an audience with limited background knowledge understand difficult ideas. In addition, ask students to try to anticipate audience concerns by addressing counterarguments the audience may think of and by using logical, ethical, and emotional appeals to cater to the audience's values and even biases.</p> <p>To provide additional support and reinforcement of the standard, assign the Writing activity on page 32 or 663, an editorial; the Writing activity on page 136, a persuasive sermon; the Writing activity on page 685, a letter to the editor; or the Timed Writing activity on page 713 or 1027, a persuasive essay. Have students use a chart like the one at the bottom of page 443 to help them develop their arguments and counterarguments.</p>

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Writing Workshop, pp. 442-449; Writing, pp. 32, 136, 663, 685; Timed Writing, pp. 713, 1027</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, emphasizing the strategies for revising word choice (p. 446), arranging arguments in logical order (p. 446), and making sure ideas are well organized (p. 447). Explain that in addition to parallelism, repetition, and transitional words, discussed on page 446, varied syntax, or sentence structure, can help create cohesion and make explicit the relationships between ideas. Offer these examples:</p> <ul style="list-style-type: none"> • A complex sentence can clarify the relationship between claims and reasons: <i>The swamp will grow increasingly toxic because area businesses are polluting it.</i> • A compound sentence can clarify the relationships between reasons and evidence: <i>Area businesses and institutions are polluting the swamp; for example, Oakville Dynamics dumped ten tons of waste there last year.</i> • A complex sentence can clarify the relationship between claims and counterclaims by subordinating the counterclaim to the claim, putting the counterclaim in a subordinate clause: <i>Although some resent the high cost, dredging the swamp to remove pollutants will actually lower costs by lowering our medical bills.</i> <p>To provide additional support and reinforcement of the standard, assign the Writing activity on page 32 or 663, an editorial; the Writing activity on page 136, a persuasive sermon; the Writing activity on page 685, a letter to the editor; or the Timed Writing activity on page 713 or 1027, a persuasive essay. Have students use transitional words, parallelism, repetition, and varied syntax to create cohesion and clarify the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.</p>
<p>1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Writing Workshop, pp. 442-449; Writing, pp. 32, 663, 685</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, emphasizing the strategies for using logical appeals (p. 444). Stress that when they use emotional appeals, students should still sustain an objective style and tone, which most readers will find more convincing. Explain that to create an objective style and tone, students should choose words that show a reflective response to the issues—a response that others can share—rather than words that merely express a personal reaction. Use examples such as this one:</p> <p>Subjective Style: In the history of the village, no mayor has ever before done anything that dumb.</p> <p>Objective Style: With just a little more foresight, the mayor could have avoided this situation.</p> <p>Point out that if students are writing an argument in a specific form, such as an editorial or a letter to the editor, or in a specific discipline, such as a persuasive science essay, they should attend to the norms and conventions of that form or discipline. For example, a letter to the editor should use business letter form; science writing generally requires support in the form of empirical data. To provide additional support and reinforcement of the standard, assign the Writing activity for an editorial on page 32 or 663 or the Writing activity for the letter to the editor on page 685.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>1.e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing Workshop, pp. 442-449; Writing, pp. 32, 136, 663, 685; Timed Writing, pp. 713, 1027</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 442–449, emphasizing the strategies for concluding with a restatement and call for action (p. 444). Clarify that in a persuasive essay, a good conclusion should follow logically from the argument, offer a reflection on or a summary of it, and usually include a call to action telling readers what they should do if they are persuaded. Discuss how the concluding paragraph in the Student Model on page 448 meets these criteria. Then, have students work with partners or in small groups, offering one another advice on how they can improve their concluding paragraphs.</p> <p>To provide additional support and reinforcement of the standard, assign the Writing activity on page 32 or 663, an editorial; the Writing activity on page 136, a persuasive sermon; the Writing activity on page 685, a letter to the editor; or the Timed Writing activity on page 713 or 1027, a persuasive essay. To help students write a strong conclusion, suggest these strategies:</p> <ul style="list-style-type: none"> • Review the draft up to the concluding paragraph, noting main points and evidence. • Draft a concluding paragraph that begins with a summary statement of the central claim of the essay. • Include a memorable restatement or extension of the central claim, such as a reference to an example given earlier, and a call to action, making clear what should be done. For example: <p><i>If traffic is rerouted onto the highway, my grandmother [refers to an example used earlier in the essay] will finally get a good night's sleep.</i></p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>To satisfy the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, enriching the instruction as indicated below in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.</p>
<p>2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Writing Workshop, pp. 1096–1107; Timed Writing, p. 213; Science and Literature, p. 1113; Writing, pp. 1376, 1453</p> <p>To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, emphasizing the strategies for choosing a topic (p. 1097), developing a thesis statement (p. 1098), establishing an organizational plan (p. 1098), and writing a powerful introduction (p. 1098). Explain that an informative or explanatory text on a complex topic will often be much easier for readers to comprehend if it is divided into sections with headings that make their content clear. By typing reports on a computer, students may also use other formatting elements, such as boldface or italic print or variations in font or type size, to stress key terms and make the relationships among ideas clearer. Point out that graphics such as figures or tables and multimedia elements such as audio and video may also be useful to clarify ideas.</p> <p>To provide additional support and reinforcement for the standard, assign the Timed Writing activity on page 213; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1376, directions, or page 1453, an expository essay. Enrich the activity by giving students these directives:</p> <ul style="list-style-type: none"> • Introduce your topic in clear, memorable terms that preview what is to follow. • Organize your ideas or information into broader categories or steps in a sequence. • Use formatting elements such as headings for key ideas, numbered or bulleted lists for a sequence of steps or actions, and bold or italic print for key terms. • Include graphics such as figures and tables and multimedia elements such as still photos, audio, and video to aid in reader comprehension.
<p>2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Writing Workshop, pp. 1096–1107; Timed Writing, p. 213; Science and Literature, p. 1113; Writing, pp. 1376, 1453</p> <p>To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, emphasizing the strategies for gathering details (p. 1097), providing elaboration (p. 1098), and integrating source material (p. 1099). Tell students to keep their audience's knowledge of the topic in mind as they select the most significant and relevant facts, extended definitions, concrete details, quotations, and other information and examples that will support and clarify their main points. For example, for an audience knowledgeable in the field, technical language would be appropriate; for a less expert audience, clear definitions of technical terms would be necessary.</p> <p>To provide additional support and reinforcement for the standard, assign the Timed Writing activity on page 213; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1376, directions, or page 1453, an expository essay. Enrich the activity by discussing the types of information students might provide to develop their topics: significant and relevant facts, extended definitions, concrete details, and quotations, for example.</p>

Writing Standards

Common Core Standards

2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Writing Workshop, pp. 1096–1107; **Timed Writing**, p. 213; **Science and Literature**, p. 1113; **Writing**, pp. 1376, 1453

To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, emphasizing the strategies for checking coherence (p. 1099), organizing ideas (p. 1100), and revising paragraphs (p. 1100). Remind students to use appropriate and varied transitions and syntax, or sentence structure, to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Review the chart of Transitional Words and Phrases on page 1099, having students identify terms that show sequence or order of importance, such as *furthermore* and *above all*; terms that show comparison or contrast, such as *similarly* or *on the contrary*; terms that show cause and effect, such as *as a result* and *therefore*; and so on.

To provide additional support and reinforcement for the standard, assign the Timed Writing activity on page 213; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1376, directions, or page 1453, an expository essay. Enrich the activity by telling students to use appropriate and varied transitions and syntax, or sentence structure, to link major sections of the text, create cohesion, and clarify the relationships among complex ideas. Have students pair off and check each other's use of transitions. If necessary, offer these examples:

- Time transitions: *first, next, at the same time, meanwhile, finally*
- Spatial transitions: *next to, above, on the bottom, underneath, on the left, in front of, behind*
- Cause and effect: *because, as a result, consequently, due to, for that reason*
- Comparison and contrast: *similarly, likewise, but, however, nevertheless, on the other hand*
- Order of importance: *first in importance, more importantly, above all, less significantly*
- Illustration: *for example, for instance, to illustrate*

Common Core Standards	<p>Writing Standards</p> <p>Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i></p>
<p>2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>Writing Workshop, pp. 1096–1107; Timed Writing, p. 213; Science and Literature, p. 1113; Writing, pp. 1376, 1453</p> <p>To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107. Point out that an effective informational or explanatory text should use precise language and the correct terminology for the subject area. Note that complex ideas or details unfamiliar to readers can often be made clearer by using comparisons, including similes, metaphors, and analogies, or extended point-by-point comparisons. As examples, have students examine the use of precise language and figures of speech in these sentences from two expository reports about the Great Plague of London, one written for an audience of medical experts and the other for an audience of high-school students reading Daniel Defoe's novel about the event:</p> <p>Medical Experts: The bubo generally manifested from two to five days after the onset of infection.</p> <p>Student Readers: A swollen lymph gland called a bubo, which resembled a big boil, usually appeared two to five days after infection and could grow as large as an apple.</p> <p>Encourage students to use precise and domain-specific vocabulary as they draft, explaining the latter when necessary, and to include comparisons such as similes, metaphors, and analogies when they will be helpful. Have partners exchange drafts and circle any language that seems imprecise or that needs a definition, either in the text of the essay or in a glossary that accompanies it. Direct students to make appropriate revisions after considering partners' comments.</p> <p>To provide additional support and reinforcement for the standard, have students use the same strategies for the Timed Writing activity on page 213; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1376, directions, or page 1453, an expository essay.</p>

Writing Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Workshop, pp. 1096–1107; **Timed Writing**, p. 213; **Science and Literature**, p. 1113; **Writing**, pp. 1376, 1453

To address the standard, enrich the instruction for the Writing Workshop on Historical Investigation on pages 1096–1107 by discussing qualities that mark a formal style and objective tone, as follows:

- maintenance of a distance between the writer and the reader
- an objective, or matter-of-fact and unemotional, tone
- clear and logical expression of ideas
- support for claims and key ideas with facts, reasons, and examples
- precise language and a somewhat elevated vocabulary
- standard English, with no contractions, dialect, or slang

Present these examples:

- **Informal:** You haven't seen cool art till you've seen a da Vinci!
- **Formal:** Most people find Leonardo da Vinci's works of art very impressive.

Encourage students to maintain a formal style as they draft. Have partners exchange drafts and circle any language that seems to depart from a formal style. Direct students to revise for style after considering partners' comments.

To provide additional support and reinforcement for the standard, have students use the same strategies for the Timed Writing activity on page 213, an expository essay; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1376, directions, or page 1453, an expository essay.

2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Workshop, pp. 1096–1107; **Timed Writing**, p. 213; **Science and Literature**, p. 1113; **Writing**, p. 1453

To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, taking particular note of the blue callout boxes in the Student Model on pages 1104–1106, which show the model's progression toward a concluding paragraph. Explain that an effective informational or explanatory text should have a well-developed conclusion that follows logically from the information or explanation provided and articulates the key implications or significance of the topic. Have students examine the concluding paragraph of the Student Model and discuss whether or not it meets these criteria. Then, have students work with partners or in small groups, offering one another advice on how they can improve their own concluding paragraphs.

To provide additional support and reinforcement for the standard, have students provide an effective conclusion for the Timed Writing activity on page 213; the Science and Literature activity on page 1113, a research report; or the Writing activity on page 1453, an expository essay. Offer these guidelines for creating an effective conclusion:

- Review the draft up to the concluding paragraph, noting main points and evidence.
- Draft a conclusion that begins with a summary statement of the central claim of the essay.
- Briefly sum up the main points for the reader.
- Conclude with a memorable restatement or extension of the central claim, such as a reference to a question asked near the start of the essay: *As to the question of whether vitamin D can improve physical and mental health, the answer is, "It most certainly can."*

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	To satisfy the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing Workshop on the Short Story on pages 1468–1475, enriching the instruction as indicated below in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.
3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>Writing Workshop, pp. 214–221, 694–701, 1468–1475; Writing, pp. 306, 766</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing Workshop on the Short Story on pages 1468–1475, emphasizing the strategies for choosing and narrowing a topic (pp. 215, 695, and 1469) and for shaping or organizing writing (pp. 216, 696, and 1470). Clarify that a good narrative focuses on an insight or observation or on a particular problem or situation and establishes its significance to readers in order to engage their interest. Enrich the instruction by pointing out that however familiar students are with the elements of their narratives, their readers may need explanations of elements such as who the narrator or characters are, how the characters are related to one another, and how the characters are related to the setting or context in which the events take place. Explain that providing this information near the start of a narrative will help engage and orient readers so that they can follow with interest the events or experience about to unfold.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 306, a parable, or page 766, an autobiography of a monster. Tell students to organize an event sequence, or plot, and to engage and orient readers by establishing the narrator and introducing the characters. Review the distinction between first-person point of view, in which the narrator is a character in the story who refers to himself or herself with first-person pronouns such as <i>I</i> and <i>me</i>, and third-person point of view, in which the narrator is not a character in the story and refers to all the characters with third-person pronouns such as <i>he</i> or <i>she</i>. Point out that parables generally use the third-person point of view and that autobiographical writing generally uses the first-person point of view.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>Writing Workshop, pp. 214–221, 694–701, 1468–1475; Writing, pp. 306, 766</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing Workshop on the Short Story on pages 1468–1475, emphasizing the strategies for developing narrative elements such as plot, characters, and dialogue (pp. 216 and 1469); pacing (p. 216); preparing rhetorical strategies, including description (p. 695); and balancing narration with reflection (p. 698). Stress that description and dialogue are narrative tools that help reveal information about characters, events, and settings and that reflection allows the narrator to put that information in perspective. Explain that good writers are also careful about the pace with which they reveal information or allow events to unfold, revealing details or events gradually to generate maximum reader interest and suspense.</p> <p>Explain that a narrative's plot, or series of events, usually centers on a conflict or problem that a main character faces. Explain that some narratives contain multiple plot lines, each centering on a different conflict or problem that may be faced by the same main character or by different characters. Remind students, too, that some conflicts are external, pitting a character against an outside force such as another character or an aspect of nature or society; other conflicts are internal, involving a character's inner struggle to solve a problem or come to a decision. Have students identify and discuss external and internal conflicts that they think would form the basis of an interesting plot for a story or a nonfiction narrative.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 306, a parable, or page 766, an autobiography of a monster. Have students work in pairs to decide what conflict or conflicts one or more characters will face. Remind students that in a parable, most of the characters, settings, and events are simple symbols that work to teach a moral lesson. For example, a greedy character who represents greedy people in general and lives in a golden city may learn that being greedy is often sinful or self-destructive.</p>

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>Writing Workshop, pp. 214–221, 694–701, 1468–1475; Writing, pp. 306, 766</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing Workshop on the Short Story on pages 1468–1475, emphasizing the strategies for using foreshadowing or flashbacks (p. 1469), for establishing a tone (p. 696), for strengthening connections (p. 698), for establishing a personal voice or tone (p. 699), and for revising to add significance (p. 218) or grab the reader's attention (p. 1472). Tell students to decide on the particular impact they wish their narrative to have and then use techniques that will help achieve it. For example, if they want to create suspense, they might use foreshadowing to hint at what is to come. If they hope to convey a sense of mystery, they might intentionally withhold information or create ambiguity, so that events, characters, and other elements seem to have more than one possible interpretation.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 306, a parable, or page 766, an autobiography of a monster. Tell students to use the diagram on page 1469 to help them come up with a plot in which events build on one another to create a coherent whole and build toward a particular tone and outcome, such as a sense of mystery or suspense. As students examine the plot diagram, clarify that in a good plot, each event builds on the last, adding more and more complications so that the tension mounts or the action rises to a climax, after which the tension ebbs as the action falls to a resolution.</p>
<p>3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Writing Workshop, pp. 214–221, 694–701, 1468–1475; Writing, pp. 306, 766</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing Workshop on the Short Story on pages 1468–1475, emphasizing the strategies for highlighting the conflict vividly (p. 216), clarifying the time and place (p. 218), using vivid word choice (p. 219), exploding a moment (p. 696), and using sensory and figurative language in description (p. 1472). Stress the idea of showing rather than telling, discussed and illustrated on page 1470, as an important means of making narrative more interesting to read. In other words, students should avoid summarizing information or telling readers how to think about events and characters and should instead have events unfold and characters act and speak, letting readers experience the story and draw their own conclusions. Also, discuss the idea of using telling details, or details that are provided for a reason—usually to propel the plot forward, to help reveal character, to capture a setting or mood, or to help convey a theme or insight about life. Tell students that a good storyteller is careful in deciding which details to provide, choosing details with a particular goal or reason in mind.</p> <p>Encourage students to use precise, vivid language and telling details as they draft a narrative in which they mostly show what happened instead of merely telling about it. Have partners exchange drafts, cross out details they think irrelevant, and circle any language that they think needs to be more vivid or precise. Direct students to revise for style after considering partners' comments.</p> <p>To provide additional support and reinforcement for the standard, have students use similar strategies as they complete the Writing activity on page 306, a parable, or page 766, an autobiography of a monster.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Writing Workshop, pp. 214–221, 694–701, 1468–1475; Writing, pp. 306, 766</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 214–221, the Writing Workshop on the Reflective Essay on pages 694–701, or the Writing workshop on the Short Story on pages 1468–1475, emphasizing the strategy for ending well (p. 216) and the blue callouts in the Student Models on page 220, 700, and 1474, which show the progression of the narrative toward a strong resolution or conclusion. Explain that an effective narrative has a satisfying conclusion that follows from what has been experienced, observed, or resolved in the course of the narration. Offer these additional tips to help students write their own strong conclusions:</p> <ul style="list-style-type: none"> • End with emphasis, not abruptly or by trailing off. The last event you narrate or scene you describe should help to summarize the narrative by clearly showing the results of what has happened. For example, if over the course of a narrative the narrator or main character has found new self-confidence, the final scene might discuss or show her or him acting decisively or speaking with confidence before a large crowd. • Tie up loose ends. Unless you are planning to write a sequel, you should not leave readers wondering what happened to an important character or whether an important problem was resolved. • Be careful not to cram details about every unresolved little matter into the resolution. The most significant problems or conflicts need to be fully developed and explored in the course of the story. The resolution is where you give the final outcome, not tell a whole story in a sentence. <p>To provide additional support and reinforcement for the standard, have students use similar strategies as they complete the Writing activity on page 306, a parable, or page 766, an autobiography of a monster.</p>
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>Writing Workshop, pp. 214–221, 442–449, 694–701, 920–927, 1096–1107, 1468–1475</p> <p>To cover the standard, have students complete one or more of the Writing Workshop assignments on the pages cited, emphasizing the strategies for</p> <ul style="list-style-type: none"> • development (pp. 216, 443, 444, 696, 922, 924, 1098, 1470), • organization (pp. 216, 446, 698, 922, 924, 1098, 1100, 1469), • style (pp. 219, 447, 699, 925, 1099, 1103, 1472, 1473) <p>and the relationship of these elements to task, purpose, and audience.</p>

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on pages 40–43.)</p>	<p>Writing Workshop, pp. 214–221, 442–449, 694–701, 920–927, 1096–1107, 1468–1475</p> <p>To cover the standard, have students complete one or more of the Writing Workshop assignments on the pages cited, teaching the strategies for</p> <ul style="list-style-type: none"> • planning (pp. 215, 443, 695, 696, 921, 1097, 1469), • revising (pp. 218, 446, 698, 924, 1100, 1472), and • editing (pp. 221, 449, 701, 927, 1107, 1475). <p>As you review students' drafts, use your judgment to identify work that needs to be rewritten or rethought. For instance, a student might begin an informational writing assignment by writing on a topic that is too general. Suggest that the student choose a more specific topic that better addresses the purpose of the assignment, and have the student rewrite on the new, more focused topic. Arrange for guidance and support from peers as appropriate (see Peer Review, pp. 218, 446, 698, 924, 1100, 1472).</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Writing, pp. 121, 919</p> <p>To cover the standard, have students complete the writing assignment on page 121, demonstrating command of technology in producing their Canterbury blogs. Then, ask students to work in pairs, doing research on the Internet to find out more about Chaucer's characters and their times. Have partners read each other's blogs and offer suggestions on how the blog can be expanded or improved with the addition of new information. Students should then update and expand their blogs in response to partner feedback. To supplement strategies for using and updating a blog, refer students to Creating a Blog on page R48.</p> <p>To further support and reinforce the standard, have students complete the writing assignment on page 919. Ask students to work in pairs, with one taking on the role of Jane Austen and the other pretending to be Austen's niece. Tell students to play those roles in writing a series of e-mails, with each responding to the fresh arguments or new information of the last. Students may wish to use the Internet to do further research on Austen's life and times to find out more about what they might include in their e-mails.</p>
Research to Build and Present Knowledge	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Writing Workshop, pp. 920–927, 1096–1107; Writing Lesson, pp. 879, 975, 1008; Science and Literature, p. 1113</p> <p>To cover the standard for a more sustained research project, have students complete the Writing Workshop on a Multimedia Presentation on pages 920–927 or the Writing Workshop on Historical Investigation on pages 1096–1107, emphasizing the strategies for gathering and synthesizing information (pp. 921–922 and 1097–1098). Explain that a historical report or multimedia presentation usually begins with research to answer a question (including a self-generated question) or solve a problem; then, after students narrow or broaden the inquiry as appropriate, have them synthesize and interpret that information to produce a report or presentation that demonstrates their understanding of the subject. Clarify that the thesis statement of a written report states an answer or solution to the question or problem that the student has researched; the report then goes on to support that statement with information gathered from multiple sources.</p> <p>To cover the standard for a short research project, have students complete the Writing Lesson on page 879, a research plan for a report; page 975, a biographical essay; or page 1008, an annotated bibliography; or have them complete the Science and Literature activity on page 1113, a research report.</p>

Writing Standards

Common Core Standards

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Writing Workshop, pp. 1096–1107; **Research It: Database**, p. 455; **Extend Your Learning**, p. 956; **Writing Lesson**, p. 1008; **Write About It: Lives and Places**, p. 1480

To cover the standard, have students complete the Writing Workshop on Historical Investigation on pages 1096–1107, emphasizing the strategies for gathering information from print and digital sources (p. 1097), handling sources (p. 1098), providing appropriate citations (p. 1102), and avoiding plagiarism (p. 1103). Remind students to use a variety of sources to get several perspectives instead of overly relying on a single source. Stress that to avoid plagiarism, students must credit sources not only of direct quotations and paraphrased information but also of summarized information and borrowed ideas. Further enrich the instruction as follows:

- Review strategies for the effective use of search terms in browsing digital sources. Recommend that students use either highly specific terms, such as a person's full name, or moderately general terms. For example, "English drama" is too general a search term; "Globe Theatre" is more targeted and should yield more relevant hits.
- Review criteria to use in assessing the credibility and accuracy of sources. Internet sites sponsored by the government (ending in .gov) or an educational institution (ending in .edu) are generally more credible than those put up by businesses (ending in .com), although students should be careful that the .edu sites they use are actually sponsored by the university and are not simply private sites of students attending the university. Books and articles in specialized magazines, such as science journals, are often more reliable than articles in popular magazines; however, the information in books may be less up-to-date than that in recent magazines or on Web sites.

Have students apply the skills as they complete the workshop. To supplement strategies for using and evaluating Internet research sources, refer students to the Research and Technology Guide on pages R53–R54. To supplement information on citing sources, refer students to Citing Sources and Preparing Manuscript on pages R21–R23.

To further support and reinforce the standard, have students complete the Database activity on page 455, a database of adaptations; the Extend Your Learning activity on page 956, a plan for a presentation; the Writing Lesson on page 1008, an annotated bibliography; or the Lives and Places activity on page 1480, a biographical essay.

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Writing Lesson, pp. 153, 418, 538, 1150; Writing to Compare Works in World Literature, pp. 166, 435</p> <p>To cover the standard, have students complete the Writing Lessons on pages 153, 418, 538, and 1150, responses to literature; or the Writing to Compare Works in World Literature on pages 166 and 435. As students write their responses, have them provide evidence from the text that supports their analysis, reflection, and research. Offer these guidelines for organization and content:</p> <ul style="list-style-type: none"> • Begin with an introductory paragraph that captures the reader's attention and states your response or main point in a thesis statement. Be sure to identify the work or works you are discussing. • In the body, support your thesis with ideas, reasons, and details from the work or works. Each paragraph of the body should express a main idea in a topic sentence; then, quotations or summarized details from the work should support the topic sentence. • Choose an appropriate means of organizing the paragraphs, such as sequential order (following the order of the selection you are writing about), comparison and contrast, or order of importance (least to most or most to least). Also choose an appropriate means of organizing the supporting details within paragraphs. Use clear transitions to show the organization. • Use a formal tone and precise, vivid language, offering comparisons when needed to make your ideas clear. • End with a concluding paragraph that sums up your ideas in a memorable way. <p>Have student pairs review each other's work and make suggestions for making it clearer or more convincing.</p>
<p>9.a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p>	<p>Writing Lesson, pp. 280, 359, 894</p> <p>To address the standard, have students complete the writing assignments on the pages cited, applying grades 11–12 Reading standards in writing about literature as follows:</p> <ul style="list-style-type: none"> • Students will apply Literature Standard 4 in completing the Writing Lesson on page 280, an analysis of a sonnet's imagery, or the Writing Lesson on page 894, a response to literature. Tell students to make sure their analysis includes information about the figurative and connotative meanings of words and phrases and the impact of the word choice on the meaning and tone of the poems they discuss. • Students will apply Literature Standard 5 in completing the Writing Lesson on page 359, interpretation of comic relief. Ensure that in reacting to De Quincey's essay, students state and support their own analysis of how the episode of comic relief relates to the overall structure, meaning, and aesthetics of <i>Macbeth</i>. <p>In addition, you may lead students to apply in their writing any of the CCS Reading Standards for Literature by having them write summaries of their insights and conclusions based on the lesson you provided to meet the Literature standard. For example, to have students apply Literature Standard 6, give the lesson suggested in this Guide's teaching note for the standard. Then, have students write an essay, based on the lesson, in which they summarize the insights they gained or conclusions they drew from analyzing the distinctions between what the text says and what the author really means in the selection from <i>Gulliver's Travels</i>.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>Timed Writing, pp. 581, 1295</p> <p>To address the standard, have students complete the writing assignments on the pages cited, applying grades 11–12 Reading standards in writing about informational text as follows:</p> <ul style="list-style-type: none"> • Students will apply Reading Standard 3 in completing the Timed Writing on page 581, Responding to the Essential Question. Tell students to focus on how London is portrayed in the <i>Diary</i>, analyzing how the ideas and details about London interact and develop over the course of the text. • Students will apply Reading Standard 7 in completing the Timed Writing on page 1295, Responding to the Essential Question. Tell students to be sure to integrate the visual information from the poster and photographs on pages 1292–1293 with the information they obtain from the text of the speech and memorandum. <p>In addition, you may lead students to apply in their writing any of the CCS Reading Standards for Literature by having them write summaries of their insights and conclusions based on the lesson you provided to meet the Literature standard. For example, to have students apply Reading Standard 6, give the lesson suggested in this Guide’s teaching note for the standard. Then, have students write an essay, based on the lesson, in which they determine Austen’s or Wollstonecraft’s point of view or purpose and analyze how either author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will write routinely over shorter time frames for a range of tasks, purposes, and audiences as they complete the Writing activity or Writing Lesson after most main selections or selection groupings, the Timed Writing activity at the end of each Informational Texts feature or Test-Taking Practice, the Writing to Compare World Literature activity near the end of each Comparing Literary Works feature, and the Write About It feature in the Essential Questions Workshop near the end of each unit. The examples cited from Unit 1 include these:</p> <ul style="list-style-type: none"> • Writing: Editorial, p. 32 • Writing Lesson: Job Application, p. 66 • Timed Writing: Evaluation, p. 75 • Writing: Business Memo, p. 89 • Writing Lesson: Canterbury Blog, p. 121 • Writing Lesson: Persuasive Sermon on Greed, p. 136 • Writing Lesson: Response to Literature, p. 153 • Writing to Compare Works in World Literature, p. 166 • Writing Lesson: Interior Monologue, p. 197 • Timed Writing: Responding to the Essential Question, p. 213 • Write About It: Response to Literature/Comparison-and-Contrast Essay, p. 226 • Timed Writing: Position Statement, p. 233 <p>Students will write routinely over extended time frames for a range of tasks, purposes, and audiences as they complete the Writing Lessons at the end of some selections and the Writing Workshop in each unit, as follows:</p> <ul style="list-style-type: none"> • Narration: Autobiographical Narrative, pp. 214–221 • Persuasion: Persuasive Essay, pp. 442–449 • Narration: Reflective Essay, pp. 694–701 • Research: Multimedia Presentation, pp. 920–927 • Research: Historical Investigation, 1096–1107 • Narration: Short Story, pp. 1468–1475

College and Career Readiness Standards for Speaking and Listening



The College and Career Readiness (CCR) anchor standards in the Speaking and Listening domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 12 as they build toward the CCR Speaking and Listening standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Talk About It, pp. 227, 455; Extend Your Learning, pp. 476, 1134, 1433</p> <p>To cover the standard, have students prepare material for discussion using any of these assignments: the Talk About It activities on page 227, a panel discussion, and on page 455, a critique; the Extend Your Learning activities on page 1134, a book talk, and on page 1433, a panel discussion. As students prepare for the activities, emphasize that they should reread relevant selections and/or research additional material as necessary and draw on the results of their rereading or the evidence they have gathered in order to make or support their points in the discussions.</p> <p>To further support and reinforce the standard, have two groups of students prepare for the debate in the Extend Your Learning activity on page 476 by researching the listed topics and draw on their research to formulate debating points on the divine right of kings. As students hold their debates, ensure that they explicitly draw on their research to support the points they make.</p>
<p>1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Extend Your Learning, pp. 14, 476, 728, 1433; Talk About It, p. 227</p> <p>To cover the standard, assign the Extend Your Learning activity on page 728, a press conference; or one of the panel discussions in the Extend Your Learning activities on pages 14 and 1433 and the Talk About It activity on page 227. Have students work with peers to make decisions about the different roles they will play or groups they will join and also to determine a deadline by which each student or group should complete the necessary research. Students researching chivalry and fictional detectives (p. 227) should also decide which group member to send to the panel discussion. Remind students to hold their conference or panel discussion in a civil, democratic manner. Classmates viewing the panel discussion on page 1433 should do advance research to help them formulate the questions they will ask the panel.</p> <p>To further reinforce the standard, assign the debate in the Extend Your Learning activity on page 476. Tell students to use library or Internet sources to investigate the rules of debates so that they can conduct their debates in a civil and democratic manner. As part of students' preparation for the debate, have them determine goals and roles or responsibilities, choosing a moderator and notetaker, voting for one team member as captain, deciding on which individual team members should be responsible for which different topics to research, and determining deadlines for completing the research. Then, have students conduct their debates in front of the class, with each team member supporting debating points by drawing on the research he or she did. After a question-and-answer period in which debate team members respond to questions from classmates who have viewed the debate, have those classmates evaluate the conduct of the debate as well as the content of the arguments and the preparation and participation of each team member.</p>

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Talk About It, p. 227; **Extend Your Learning**, pp. 311, 993, 1153

To cover the standard, assign the Talk About It activity on page 227, a panel discussion, or one of the discussions in the Extend Your Learning activities on pages 311, 993, or 1153. Tell students to make sure everyone participates as they discuss a full range of positions on the topic or issue and to listen respectfully to divergent perspectives. Encourage them to respond creatively and to propel the discussion by generating and responding to questions that probe reasoning and evidence by clarifying details, verifying facts, and politely challenging one another's ideas and conclusions.

Use the Panel Participation Checklist on page 227 as a guide for all assignments involving panel or group discussions. Emphasize the instruction it provides on posing and responding to questions.

1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Talk About It, p. 227; **Extend Your Learning**, pp. 311, 993, 1153, 1162

To cover the standard, assign the Talk About It activity on page 227, a panel discussion, or one of the discussions in the Extend Your Learning activities on pages 311, 993, 1153, or 1162. Encourage students to respond thoughtfully to diverse perspectives and to consider whether additional investigation might be needed to obtain a broader range of ideas or evidence. Have students synthesize comments, claims, and evidence made on all sides of issues, resolving contradictions when possible, before appointing their point person to share their ideas with classmates.

Use the Panel Participation Checklist on page 227 as a guide for all assignments involving panel or group discussions. Emphasize the instruction it provides on synthesizing information from diverse perspectives.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Extend Your Learning, p. 956

To address the standard, have students complete the Extend Your Learning activity on page 956, in which students develop a research plan for a presentation on the pros and cons of colonialism from a Jamaican's perspective. Students should conduct research in a variety of different formats and media, including oral histories, filmed or taped interviews, print or online autobiographical writing, and visual and quantitative information on maps, graphs, charts, and other graphics. After reviewing the sources, they should evaluate them for credibility and accuracy, taking note of any discrepancies among the data. They should then integrate the information, summarizing points of agreement and deciding, if possible, which information is so divergent or biased that it may not be valuable to use. Finally, they should list the pros and cons of colonialism that seem most valid and use them to develop their plan for a presentation on the issue.

Speaking and Listening Standards

Common Core Standards

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes***Communications Workshop**, pp. 222–223, 928–929

To cover the standard, have students complete the Communications Workshop on evaluating persuasive speech on pages 222–223. As students complete the Activity for the Workshop, they will apply the standard by evaluating a speaker's purpose or point of view and rhetorical techniques. Enrich the instruction by offering these guidelines:

- The speaker's viewpoint or stance should make sense and be based on reasonable premises.
- Reasoning explaining the speaker's viewpoint or stance should be logical and clear.
- Evidence, including any visual aids, should be relevant and sufficient to support the viewpoint or stance.
- Presentations should contain few or no inconsistencies and ambiguities.
- Bias, stereotypes, cultural assumptions, and propaganda should be avoided.
- Factual information should be accurate.
- Opinions should be well supported and should not be presented as facts.
- Points of emphasis should make sense, given the subject and viewpoint being expressed.
- Links between ideas should be clearly established with smooth transitions.
- Word choice should be precise and appropriate for the audience.
- Tone, or attitude, should be appropriate for the subject, audience, and occasion.
- Nonverbal communication, such as body language and eye contact, should enhance logical arguments, not replace them.

To further support and reinforce the standard, have students read the Communications Workshop on analyzing a non-print political advertisement (pp. 928–929). As students complete the Activity for this Workshop, have them

- identify the speaker's point of view, and
- evaluate the reasoning the speaker uses and the evidence he or she presents,

adding these items to the Evaluation Form at the bottom of the student page.

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Communications Workshop, pp. 450–451

To cover the standard, assign the Communications Workshop on delivering a persuasive speech on pages 450–451. Enrich the instruction in the workshop by offering these guidelines for formal and informal speeches:

- State a clear and distinct viewpoint or perspective.
- Support the thesis with sufficient and relevant findings or evidence.
- Present ideas, findings, and supporting evidence with clear language and transitions so that listeners can follow the line of reasoning.
- Use language and details appropriate to your purpose, audience, and occasion. For example, use technical language for an audience of experts; use formal language on a formal occasion.
- Anticipate audience questions or objections, addressing alternative or opposing perspectives in ways that minimize or refute them.
- Speak loudly enough so that everyone in the audience can hear you.
- Speak clearly so that your audience understands what you are saying. For a planned speech, practice pronouncing any unfamiliar terms beforehand.
- Vary the tone of your voice to keep from boring listeners. For example, change your tone to ask a question or to show that something is exciting or funny.
- Make eye contact with members of the audience.
- Vary the pace of your delivery, slowing down for important points and making pauses for dramatic effect.
- Use appropriate body language, such as leaning forward to stress key points.

Have students apply these guidelines and the information on the student pages as they plan and perform a formal speech for Activity A on page 451 and as they deliver the informal impromptu speech for Activity B. As each student delivers his or her speech, have classmates evaluate it using a version of the Evaluation Form on page 451, modified so that the bulleted points shown above have been turned into questions and added; for example, for the first bulleted point, the form might say, *Did the speaker express a clear and distinct viewpoint or perspective?*

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Research It, pp. 227, 707, 933, 1481

To cover the standard, ask students to complete the Research It activities for a multimedia report (p. 227), an oral report (p. 707), a computer slideshow (p. 933), and/or a documentary (p. 1481). Have students apply the guidance on the student pages to choose and use the digital media that most effectively enhance understanding of the information they are presenting and add interest to their presentations. Enrich the instruction by making these points:

- Using digital components throughout the presentation, rather than clustering their use at one point, creates better pacing and will be more appealing and less confusing to an audience.
- Visuals such as maps, charts, graphs, and diagrams—and any labels or other text on them—should be large enough and clear enough to be easily seen at a distance, and they should not contain more labels or text than the audience can readily absorb.
- Sound components such as background music or special effects should not be so loud that they drown out the spoken part of the presentation.

Guide students in applying these tips as they prepare and deliver their presentations.

Speaking and Listening Standards

Common Core Standards

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on pages 40 and 43 for specific expectations.)

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

To cover the standard, have students complete a variety of speaking assignments covering a range of contexts and tasks, including some of those listed below. Have students adapt their speech appropriately for each, based on your instruction and the guidance in the student edition.

- **Extend Your Learning: Small Group Discussion, p. 250**
- **Talk About It: Comparative Critique, p. 455**
- **Extend Your Learning: Debate, p. 476**
- **Communications Workshop: Oral Interpretation of a Literary Work, pp. 702–703**
- **Talk About It: Interview, p. 707**
- **Extend Your Learning: Press Conference, p. 728**
- **Talk About It: Poetry Slam, p. 933**
- **Talk About It: Dialogue, p. 1113**
- **Extend Your Learning: Book Talk, p. 1134**
- **Extend Your Learning: Presentation, p. 1136**
- **Extend Your Learning: Panel Discussion, p. 1433**
- **Talk About It: Award Speech, p. 1481**

As you make each assignment, have students identify

- the context, including the audience (e.g., a formal presentation in class, a group discussion with peers, and so on)
- the communicative task (e.g., to persuade, to share information, to elicit information, to entertain, to solve a problem)
- ways to adapt their speech to the given context and task (e.g., use formal speech to share information in a classroom presentation, informal speech to share or elicit information in a group discussion; speak expressively and use pauses, gestures, body language, and facial expressions when seeking to entertain; vary volume dramatically when attempting to persuade)

Monitor students' command of formal English in presentations that require them to use it. As necessary, identify one or two specific departures from formal usage for each student, such as the use of slang terms; common usage problems, including incorrect pronouns and verb tenses (e.g., "Laura and herself visited Pittsburgh; she drunk the milk in two gulps); and frequent use of temporizing words such as *like*, *you know*, and *I mean*. Assign students the goal of eliminating such problems from their next formal presentation.

College and Career Readiness Standards for Language



The College and Career Readiness (CCR) anchor standards in the Language domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 12 as they build toward the CCR Language standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Grammar and Style Lesson, pp. 493, 539, 767, 795, 1009, 1085, 1151

To address the standard, introduce the grammar and usage concepts on the pages cited. Point out that language usage is a matter of convention, can change over time, and is sometimes contested. For example, in times past, the future tense used the helping verb *shall* with first-person singular and plural pronouns: *I shall go*; *we shall go*. When people began using *will* instead of *shall* with those pronouns, the practice was considered incorrect in formal English. Today, however, both *shall* and *will* are accepted.

Ask students if there are any rules in these Grammar and Style Lessons that they feel are likely to change over time. For example, do students think the rules about pronoun-antecedent agreement might be modified for singular indefinite pronoun antecedents? That is, will it ever be acceptable to say *Everyone has their book*?

Stress that for now, such a sentence is considered incorrect in formal English. Then, reinforce the skills and assess mastery by having students complete the Practice items for the lesson on pronoun-antecedent agreement and for the other lessons.

1.b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Grammar and Style Lesson, pp. 67, 154, 493, 1009, 1151

To address the standard, introduce the grammar concepts on the pages cited. Stress that language usage changes over time and is sometimes contested. For example, some people may puzzle or argue over the correct form of certain comparative and superlative adjectives and adverbs: Should you say *handsomer* and *handsomest*, or *more handsome* and *most handsome*? If *handsomer* is acceptable, can you say *winsomer*? Discuss where students could go for guidance in answering these questions, explaining that an up-to-date dictionary, or a reference such as *Merriam-Webster's Dictionary of English Usage* or *Garner's Modern American Usage* can help students resolve these and other complex usage issues. Note that if students checked a recent dictionary, they would find that *handsomer* and *handsomest* are listed after the entry word for the adjective *handsome*, so the *-er* and *-est* forms are acceptable. *Winsomer* is not listed after the entry word for *winsome*, so it should not be used.

Then, reinforce the lesson on comparative and superlative adjectives along with the other grammar lessons by having students complete the Practice items that accompany those lessons. Tell students to consult references such as an up-to-date dictionary or a dictionary of English usage to help them resolve any complex usage issues they encounter as they complete the Practice activities.

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>To address the punctuation requirement in the standard, assign the following Grammar and Style Lessons, emphasizing the Punctuation Tip in each:</p> <ul style="list-style-type: none"> • Coordinating Conjunctions, p. 67 • Subordinating Conjunctions, p. 263 • Introductory Phrases and Clauses, p. 755 • Using Transitional Expressions, p. 1169 <p>You will find additional supporting material in the Punctuation section of the Grammar, Usage, and Mechanics Handbook, on pages R63–R64. To address the spelling requirement of the standard, see the Spelling section on page R65 of the Grammar, Usage, and Mechanics Handbook and the citations and teacher's note for Language Standard 2.b, on page 43 of this Teacher's Guide.</p> <p>To address the capitalization portion of the standard, have students read the instruction on Capitalization of Proper Nouns and Titles, on page 927, and the capitalization rules in the section on Editing for English Language Conventions in the Grammar, Usage, and Mechanics Handbook, on page R63. As you go over the four categories of words requiring capitalization illustrated on page R63, have volunteers write their own examples at the board. Make sure students know that proper nouns and adjectives are words naming specific people, events, or things or adjectives derived from those names. Help them understand when academic courses and titles showing family relationships are and are not capitalized. Note that other titles and their abbreviations, such as <i>Senator</i>, <i>Chairwoman</i>, <i>Mr.</i>, and <i>Dr.</i>, are also capitalized when they precede someone's name. Clarify that in capitalizing titles of works, students should capitalize the first and last word and all other words except articles, coordinating conjunctions, short prepositions, and the infinitive <i>to</i>.</p>

Language Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

2.a. Observe hyphenation conventions.

Focus on Spelling, p. 221

To address the standard, have students read the spelling rule on page 221. Explain that the use of hyphens is a convention that varies in different times and places and that in the conventions of current American English, most prefixes—like *ex-* meaning “out”—are closed up with the words that follow, without any hyphens: *prefix, postpone, superhuman, midlife, antiwar, nonviolent*. In addition to *ex-* meaning “former,” as in *ex-wife*, mention and illustrate these exceptions:

- when the second word is capitalized: *un-American*
- when the second word is a number: *pre-1911*
- when more than one word follows the prefix: *pre-nineteenth-century poets*
- when the hyphen is needed to distinguish a word from its homophone: *re-cover a couch*, as opposed to *recover from an illness*

To enrich the instruction, have students turn to “When I Was One-and-Twenty” on page 1093 and focus their attention on the use of hyphens in the title. Explain that compounds formed from smaller numbers, such as *one-and-twenty*, usually use hyphens. Clarify that in today’s American English, we would say *twenty-one*, *not one-and-twenty*, but that, too, uses a hyphen. Then, direct students’ attention to the hyphens in the last two stanzas of the poem on facing page 1092, “To an Athlete Dying Young.” Explain that compound adjectives used before a noun, such as *still-defended* before *challenge cup* and *early-laureled* before *head*, also generally use hyphens.

Finally, direct students’ attention to the hyphen in line 6 of “To an Athlete Dying Young.” Explain that the term *shoulder-high* is actually an adverb (it tells how or where the speaker and his friends *bring* the athlete home) and would not necessarily be hyphenated in current American English. Stress that the rules for using hyphens are conventions that change over time and differ somewhat in Britain and America.

Explain that in the conventions of current American English, students should use hyphens in

- temporarily formed compound adjectives before a noun: *early-laureled head*
- permanent compound adjectives before a noun (unless they are one word): *bright-eyed mariner*
- most compound nouns or adjectives for numbers: *twenty-one, one hundred forty-nine*
- compound nouns naming equally important functions: *poet-scholar A. E. Housman*
- compound nouns including a prepositional phrase: *life-in-death, mother-in-law*
- compound nouns for *great-* relatives or with *year-old*: *great-grandmother, a rude three-year-old*
- compound nouns using *self-* or *vice-*: *self-esteem, vice-president*

To reinforce the standard, have students cite their own examples of hyphenated compounds illustrating these conventions. Note that except for temporarily formed compound adjectives, most currently acceptable hyphenated compounds will be in a recent dictionary.

Language Standards									
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>								
2.b. Spell correctly.	<p>Focus on Spelling, pp. 449, 701, 927, 1475</p> <p>To cover the standard, introduce the spelling tips for spelling the <i>er</i> sound (p. 449), adding <i>-ly</i> to adjectives ending in <i>-le</i> (p. 701), spelling the sound of <i>seed</i> at the ends of words (p. 927), and adding <i>-ing</i>, <i>-ish</i>, or <i>-ist</i> to words ending in <i>y</i>. Reinforce and assess mastery by referring students to the Spelling guide on page R65 and by having students apply spelling guidelines as they edit and proofread their writing.</p>								
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.									
3.a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p>Grammar and Style Lesson, pp. 755, 1339</p> <p>To address the standard, use the Grammar and Style Lessons on pages 755 and 1339 to introduce the concept of varying sentence beginnings. Stress that writing is less monotonous and more interesting to read when the syntax, or arrangement of words in sentences, is varied. Explain that varying sentence beginnings is one way to vary syntax. Have students study the examples on both pages that show different ways in which sentences can begin: with an adverb, with a prepositional phrase, with a participle or participial phrase, with an infinitive, with a subordinate phrase, and with the verb preceding the subject in what is called inverted order. Then, have them complete the Practice activity and one or both Grammar in Your Writing activities for each Grammar and Style Lesson.</p> <p>Enrich the instruction by explaining to students that they can also make their writing more interesting to read by using different sentence structures.</p> <table> <tr> <td>Simple</td><td>I eat a healthful diet.</td></tr> <tr> <td>Compound</td><td>I eat a healthful diet, but I sometimes overeat.</td></tr> <tr> <td>Complex</td><td>When I eat a healthful diet, I do not skip meals.</td></tr> <tr> <td>Compound-Complex</td><td>When I eat a healthful diet, I do not skip meals, but I sometimes overeat.</td></tr> </table> <p>Encourage students to consult references such as Tufte's <i>Artful Sentences</i> if they need more guidance in varying syntax. Then, to reinforce the standard, have students apply what they have learned about varied syntax to show an understanding of the complexity of grade 12 selections. For example, have students turn to page 1239 of "Araby" and read the third paragraph (beginning "What innumerable follies"), considering how the varied syntax makes the writing interesting to read. Go over elements of the varied syntax: The first sentence is an exclamation; the next two sentences are simple sentences that begin with a subject and verb; the fourth is a complex sentence that begins with a prepositional phrase; the fifth is a compound-complex sentence; and so on.</p>	Simple	I eat a healthful diet.	Compound	I eat a healthful diet, but I sometimes overeat.	Complex	When I eat a healthful diet, I do not skip meals.	Compound-Complex	When I eat a healthful diet, I do not skip meals, but I sometimes overeat.
Simple	I eat a healthful diet.								
Compound	I eat a healthful diet, but I sometimes overeat.								
Complex	When I eat a healthful diet, I do not skip meals.								
Compound-Complex	When I eat a healthful diet, I do not skip meals, but I sometimes overeat.								

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Reading Strategy, p. 137</p> <p>To cover the standard, introduce the concept of context clues using the Reading Strategy instruction on page 137. Enrich the instruction by explaining that context clues include not only the text surrounding an unfamiliar word but also the unfamiliar word's position and function in a sentence, which can be clues to meaning. To illustrate, refer students to lines 172–173 of “The Wife of Bath’s Tale” (p. 143), which contain the possibly unfamiliar word <i>matrons</i>. Explain that for someone who does not know what <i>matrons</i> means, his or her first clue is its position in the sentence: since it comes after the article <i>the</i> and the adjective <i>noble</i> and is not followed by a noun, it is probably a noun itself. Its position in the inverted sentence structure beginning with <i>There sat</i> suggests that it functions as part of the compound subject of the verb <i>sat</i>, again indicating that it is probably a noun. The surrounding words provide even clearer context clues: the matrons are among the women of the queen’s court but are distinguished from young girls and widows. Putting all these clues together gives a reader a very clear idea that <i>matrons</i> probably means “married women.”</p> <p>Note that if a word students think they know seems unfamiliar in a particular context, the word probably has a meaning different from the one or ones they already know. As an example, have students continue reading page 143 until they come to the word <i>maid</i> in line 191. Point out the common meaning of <i>maid</i> today, “a female servant who usually does house or room cleaning.” Elicit that the context here suggests a different meaning, and have students use context clues to help them determine that the word here means “young women” or “women who have never married.”</p> <p>Reinforce the skills and assess mastery by having students complete the Reading Strategy questions in the After You Read feature on page 151 and the feature on multiple-meaning words in context in the Vocabulary Lesson on page 152.</p>

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>	<p>Vocabulary Study: Word Analysis: pp. 262, 1357</p> <p>To cover the standard, use the instruction on patterns of word changes in the Word Analysis feature of the Vocabulary Study on pages 262 and 1357. Note that these lessons are based on vocabulary highlighted and explained in their respective selections—<i>languished</i>, one of the related words in the Word Analysis feature on page 262, appears in Sidney's Sonnet 31 on page 259; <i>patronize</i>, one of the related words in the Word Analysis feature on page 1357, appears in Naipaul's story "B. Wordsworth" on p. 1353. Stress that words in English often change endings to show a change in part of speech—the verb <i>languish</i>, the noun <i>languor</i>, and the adjective <i>languid</i>, for example, or the noun <i>patron</i> and the verb <i>patronize</i>. Clarify that they also may change endings to show a change in meaning without a change in part of speech—<i>patron</i> and <i>patronage</i>, for example, are both nouns, but they have different yet related meanings. Discuss other nouns and adjectives that use the same endings as <i>languor</i> and <i>languid</i>, such as <i>candor</i> and <i>candid</i> or <i>pallor</i> and <i>pallid</i>; and other nouns that show the same pattern of change as <i>patron</i> and <i>patronize</i>, such as <i>scandal</i> and <i>scandalize</i> or <i>terror</i> and <i>terrorize</i>. Reinforce the skills and assess mastery by having students complete the sentences at the end of each Word Analysis section.</p>

Language Standards

Common Core Standards

4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Vocabulary Study, p. 224; **Vocabulary Lesson: Using Resources to Build Vocabulary**, pp. 152, 537, 1007; **Glossary**, pp. R1–R6

To address the standard, use the instruction in the Vocabulary Workshop on page 224 to introduce the features and uses of dictionaries and thesauruses. Have students examine the two sample entries, studying the labels that clarify what dictionary and thesaurus entries typically show, and then complete the Practice at the bottom of the page.

Enrich the instruction by pointing out that in addition to all the dictionary entry features shown and labeled in the sample entry for *devout*, most dictionaries also provide information about standard usage by including a label to show when a word or a particular definition has a specialized usage. These usage labels usually appear in italics or brackets before the definition to which they apply. Some common usage labels include the following:

- *Colloq.*, short for *colloquial*: conversational English
- *Slang*: informal, nonstandard English
- *Dial.*, short for *dialect*: part of the special language of a particular region or group of people
- *Chiefly Brit.*: a British term not usually used in the United States
- *Archaic*: outdated English
- *Poetic*: English used mainly in poetry only
- *Math.*, *Music*, etc.: specialized meaning in a particular field, such as mathematics or music

Then, have students turn to the Glossary on pages R1–R6. Explain that unlike a dictionary, which attempts to include many or most of the words in the English language, a glossary covers only words from a particular subject or textbook; here, the glossary lists vocabulary words from the selections in students' texts. Have students compare the contents of the sample dictionary entry on page 224 with the contents of the glossary entries on pages R1–R6, eliciting that each entry in both sources gives the pronunciation, part of speech, and definition or definitions of the entry word, but that the dictionary also contains an etymology, or history, of the word. Point out that knowing a word's pronunciation and part of speech can help students determine how and when to use the word in speaking as well as writing; the part of speech also gives the first clue to the word's meaning. Explain that sometimes knowing the etymology of a word can also help in understanding its meaning; for example, knowing that the sample dictionary entry word *devout* goes back to a word meaning "to vow" suggests that someone who is devout has made a solemn pledge or promise to dedicate his or her life to God or faith.

Explain that students can consult dictionaries and glossaries, both print and digital, to find pronunciations, parts of speech, meanings, and standard usage of unfamiliar words they come across in their reading and also to confirm precise meanings after using context clues to guess those meanings. Discuss how thesauruses can help students in their writing by suggesting synonyms and sometimes antonyms that they can use.

To reinforce skills and assess mastery, have students read the "The Wife of Bath's Tale" on pages 138–150, the selection from *Paradise Lost* on pages 524–534, or the selection from *Hard Times* on pages 998–1004, consulting a dictionary or the glossary to help them pronounce and understand unfamiliar words and consulting a thesaurus to help them complete the Using Resources to Build Vocabulary features of the Vocabulary Lessons as well as the Writing Lessons that follow the selections.

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Reading Strategy, p. 137; Vocabulary Lesson (both parts): pp. 121, 597, 1431; Vocabulary Lesson: Relate New Words to Familiar Vocabulary, p. 766</p> <p>To address the standard, use the Reading Strategy and Vocabulary Lessons on the pages cited to teach different approaches to inferring the meanings of unfamiliar words. Explain that when students come across an unfamiliar word or phrase in their reading, it is natural to make a preliminary determination of its meaning. Readers usually make such determinations by considering a word's appearance and parts—prefixes, roots, and suffixes—and the context, including how the word or phrase is being used in a sentence as well as the other words and phrases that surround it. Once that preliminary determination is made, the inferred meaning needs to be verified, or checked. The best way to do that is to focus more carefully on the context, inserting the inferred meaning in place of the word or phrase and seeing if it makes sense. If it does not, then students should examine the context further and read ahead for more context clues to the meaning of the unfamiliar word or phrase, repeating the procedure if necessary. To confirm their inferences, students should check the meaning of the unfamiliar term in a dictionary (or glossary).</p> <p>To illustrate the procedure, have students read the third paragraph of "Introduction to <i>Frankenstein</i>" on page 761, and direct their attention to the word <i>incessant</i> in the first sentence. Go over the questions that a reader who does not know what <i>incessant</i> means might ask and answer in order to make a preliminary determination of the word's meaning and then verify that inferred meaning:</p> <ul style="list-style-type: none"> • <i>What more familiar word or words, if any, does the word resemble?</i> It resembles the words <i>recess</i>, which can mean "a temporary halt to school or work" or "a niche or hollow place"; it also resembles the word <i>cease</i>, which means "to halt or to stop." • <i>What word parts, if any, does the word contain?</i> It contains the prefix <i>in-</i>, which can mean "in" or "not," and the suffix <i>-ant</i>, which is often used form adjectives (<i>reliant</i>, <i>pliant</i>, <i>radiant</i>) but may also be used to form nouns (<i>occupant</i>, <i>accountant</i>). • <i>How is the word functioning in the sentence in which it appears?</i> It seems to be describing the rain and thus probably is an adjective. • <i>What is the general context of the word's use?</i> It describes the rain that confined the author and companions in the house for many days. • <i>Based on all this information, one preliminary meaning that I determine for incessant is "inside a hollow place." If I insert this inferred meaning into the sentence and examine the context more carefully, does that meaning make sense?</i> No. The writer and her companions might stay inside a hollow place to escape the rain, but the rain itself would not be inside a hollow place. • <i>Based on all this information, another preliminary meaning that I determine for incessant is "not stopping," or "nonstop." If I insert this inferred meaning into the sentence and examine the context more carefully, does that meaning make sense?</i> Yes. Nonstop rain would be a reason to stay inside for many days; additionally, if I study the context more carefully, I see that the clause preceding the one that contains <i>incessant</i> says that "it proved a wet, ungenial summer," which supports the idea that it rained a lot.

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<p>Vocabulary Lesson: Word Analysis, p. 975; Literary Analysis, pp. 480, 604, 852</p> <p>To address the standard, introduce the concept of figurative language in the Literary Analysis instruction on page 852 and the Word Analysis feature of the Vocabulary Lesson on page 975. Explain that instances of figurative language are called figures of speech, and review the definitions and examples of the three common types discussed on page 852—simile, metaphor, and personification. As students read the poems by Byron (pp. 854–863) and Tennyson (pp. 960–973), have them use context clues to help them interpret the figurative language, including examples of simile, metaphor, and personification. Reinforce the skills and assess mastery by having them respond to the After You Read questions following Byron's poems and the five prompts at the end of the Word Analysis feature (p. 975) following Tennyson's poems.</p> <p>To further reinforce and support the standard, use the Literary Analysis instruction on pages 480 and 604 to explain five additional types of figures of speech: conceit, paradox, understatement, hyperbole, and verbal irony (including sarcasm). Review the examples of conceit and paradox on page 480. To illustrate hyperbole, use Macbeth's remark, "Will all great Neptune's ocean wash this blood/Clean from my hand?" For understatement, give as an example Mercutio's calling his fatal wound "a scratch" in <i>Romeo and Juliet</i>. Define verbal irony as language in which the speaker really means the opposite of what he or she seems to be saying; mention as an example that a student is probably using verbal irony when he or she tells a friend, "I simply love it when Mrs. McKay springs a pop quiz on us." Explain that sarcasm is verbal irony that is particularly bitter. Be sure students understand that all these types of language qualify as figures of speech because the writer or speaker does not literally mean what the words seem to say.</p> <p>As students read the selections, have them identify examples of conceit and paradox in Donne's work (pp. 482–490) and of hyperbole, understatement, and verbal irony (including sarcasm) in Swift's writings (pp. 606–625), particularly "A Modest Proposal" (pp. 617–625). Reinforce the skills and assess mastery by having students respond to the After You Read questions that follow the selections.</p>
5.b. Analyze nuances in the meaning of words with similar denotations.	<p>Vocabulary Lesson: Using Resources to Build Vocabulary, pp. 152, 537, 793, 1007; Vocabulary Lesson: Word Analysis, p. 341</p> <p>To cover the standard, introduce the concept of denotation and connotation using the Word Analysis section of the Vocabulary Lesson on page 341 and the Using Resources to Build Vocabulary sections of the Vocabulary Lessons on pages 152, 537, 793, and 1007. As students read some or all of the selections associated with these Vocabulary Lessons—"The Wife of Bath's Tale" (pp. 138–150), Act I of <i>Macbeth</i> (pp. 322–339), the selection from <i>Paradise Lost</i> (pp. 524–534), "Lines Composed a Few Miles Above Tintern Abbey" (pp. 780–785), and the selection from <i>Hard Times</i> (pp. pp. 998–1004)—have them focus on how the writer chooses words with connotations and nuances appropriate to the subject. Reinforce the skills and assess mastery by having students respond to the prompts or tasks in the Vocabulary Lessons.</p>

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>To address the standard, assign main selections throughout the book and introduce the English language arts-specific vocabulary (such as <i>plot</i>, <i>irony</i>, <i>simile</i>, and <i>stage directions</i>) taught in the accompanying Literary Analysis instruction. As students analyze the selections using these skills and concepts, they will apply the English language arts-specific words and phrases in discussion and in written responses to questions. Here are examples from Unit 1:</p> <ul style="list-style-type: none"> • Literary Analysis: caesuras, kennings, assonance, alliteration, elegy, p. 18 • Literary Analysis: epic, p. 38 • Literary Analysis: direct and indirect characterization, p. 95 • Literary Analysis: allegory, archetypal narrative elements, p. 123 • Literary Analysis: frame story, setting, p. 137 • Literary Analysis: medieval romance, legend, p. 168 <p>To further support the standard, introduce the Essential Question vocabulary, which includes general academic vocabulary, listed in a column in the Following Through feature at the start of each unit and defined in the Glossary on pages R1–R6. Then, as students respond to the Connecting to the Essential Question feature at the start of each main selection and the Essential Question item in the Critical Reading Feature following selections. Have them try to use the Essential Question vocabulary whenever it seems appropriate. Here are examples from Unit 1:</p> <ul style="list-style-type: none"> • Essential Question Vocabulary, p. 14 • Connecting to the Essential Question, pp. 38, 64, 82, 88, 95, 119

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Grade 3	
1.f. Ensure subject-verb and pronoun-antecedent agreement.	767, 795, R61
3.a. Choose words and phrases for effect.	219, 377, 645, 766, 1472
Grade 4	
1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1151
1.g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).	<p>Teach students how to correctly use frequently confused words by providing these examples:</p> <ul style="list-style-type: none"> • affect/effect <i>Affect</i> is most often used as a verb meaning “to influence or produce a change in something or someone.” <i>Effect</i> is most often used as a noun meaning “a result, or something brought about by a cause.” Examples: What a teacher says <u>affects</u> the minds of her students. His teacher’s <u>effect</u> on him was enormous. • bad/badly Use <i>bad</i> after a linking verb such as <i>feel</i>, <i>look</i>, or <i>seem</i>. Use <i>badly</i> when an adverb is required. Examples: He rarely feels <u>bad</u> about his mistakes. He often behaves <u>badly</u> in class. • fewer/less Use <i>fewer</i> for items that can be counted. Use <i>less</i> for things that cannot be counted. Examples: <u>Fewer</u> baseball players are coming to practice sessions. Team members seem to have <u>less</u> enthusiasm for the game. • there/their <i>There</i> designates a place, while <i>their</i> indicates possession. Example: You will find <u>their</u> baseball gloves over <u>there</u>. • to/too/two <i>To</i> is a preposition that can mean “toward, as far as, on, or until.” <i>Too</i> is an adverb meaning “also, more than enough, or extremely.” <i>Two</i> refers to “the number between one and three.” Examples: She went <u>to</u> her room after dinner. He thought it was <u>too</u> cold for that time of year. Her teacher had given her <u>two</u> homework assignments. <p>Encourage students to keep a list of words that they commonly confuse. Have them define these words and use them in meaningful sentences.</p>
3.a. Choose words and phrases to convey ideas precisely.	153, 446, 988, 1206, 1431
3.b. Choose punctuation for effect.	1473, R63, R64

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature</i> : Correlations with Teacher's Notes
Grade 5	
1.d. Recognize and correct inappropriate shifts in verb tense.	218, 1009, 1472
2.a. Use punctuation to separate items in a series.	R63, R64
Grade 6	
1.c. Recognize and correct inappropriate shifts in pronoun number and person.	795, R61
1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Teach students about pronoun reference using the instruction on page 795 . Explain that it is an error to use a pronoun with unclear or ambiguous antecedents. Give these examples: <i>The executive spoke to her assistant after she returned</i> (ambiguous), <i>The man helping to build the Empire State Building braced one leg on a wire as he smiled, stretched up to adjust a fastening, and enjoyed his perch high above the city. This was what the painter tried to capture</i> (unclear). Instruct students to review their written work for unclear and ambiguous antecedents and correct them.
1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	1095, R62, R63
2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>Explain to students that they can use commas and dashes to set off nonrestrictive or parenthetical elements. Such elements are not essential to the meaning of the sentence.</p> <p>Commas: The magazine, which I unfortunately lost, had some great sports articles.</p> <p>Dashes: Dave—his dad calls him the Terminator—is definitely a power hitter.</p> <p>To further clarify the difference between restrictive and nonrestrictive elements, explain that a restrictive element often uniquely identifies a person or thing named by a noun or pronoun in the sentence. A nonrestrictive phrase or clause simply gives additional information. Give these examples:</p> <p>Restrictive Clause: The man who wore the green trousers robbed the bank.</p> <p>Nonrestrictive Clause: Jake, who was wearing green trousers, robbed the bank.</p> <p>Point out to students that commas are used to set off nonrestrictive elements but should not be used to set off restrictive elements.</p>
3.a. Vary sentence patterns for meaning, reader/listener interest, and style.	755, 1339
3.b. Maintain consistency in style and tone.	66, 306, 699

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Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Grade 7	
1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	539, R61
3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	271, 698, 1431
Grade 8	
1.d. Recognize and correct inappropriate shifts in verb voice and mood.	<p>Introduce the subject of active and passive voice using the instruction on page 1085. Emphasize that the passive voice is occasionally the appropriate voice to use, such as when the doer of the action is unknown or unimportant. Point out to students, however, that they should not shift arbitrarily between passive and active voice. Present these examples:</p> <p>Inappropriate Shift: High school students need to mail in their requests for concert tickets. Requests should be mailed in by next Tuesday. (<i>Better:</i> They should mail their requests by next Tuesday.)</p> <p>Review the concepts of verb tense and of shifts in verb tense using the instruction on page 1009. Enrich the instruction by explaining that in addition to tense, showing time, verbs have an attribute called <i>mood</i>, referring to the relationship of the actions or conditions they express to reality or to the speaker's will. Verbs in the <i>indicative mood</i> express an action that is occurring, has occurred, or will occur in reality. Verbs in the <i>imperative mood</i> express a command, or an action that is to be accomplished by the person addressed. Verbs in the <i>subjunctive mood</i> express an action or condition contrary to fact; they may also be used to express a request. Explain to students that they should use the moods in appropriate relation to one another, without inappropriate shifts. Use these examples:</p> <p>Logical Relationship of Moods: If I were to take karate lessons [subjunctive expressing what is not the case], I would be able to hold my head high [conditional tense expressing a condition that would follow from a given action].</p> <p>Inappropriate Relationship of Moods: If I were to take canoeing lessons [subjunctive expressing what is not the case], I will have no time for studying economics [indicative mood expressing what will be the case].</p>
Grades 9–10	
1.a. Use parallel structure.	645, 1207

Model Responses to Teacher's Guide Discussion Prompts

Grade 12

Reading: Literature—Standard 2, Teacher's Guide, p. 4

1. Time is fleeting. Human happiness does not last long.
2. He loves the mistress and values her love and beauty. Romantic love, physical beauty and pleasure, and human happiness are valuable.
3. She may be coy because of modesty or moral scruples, because she fears commitment to love, or because she feels that the speaker will prove false in the end. The poem suggests that coyness is wrong.
4. Yes, it emphasizes indulging in physical pleasure and seems careless of future consequences.
5. The carefully structured effort at persuasion suggests that the speaker values logical argument.
6. Students may suggest that the value placed on romantic love is contradicted by the emphasis on physical pleasure and beauty or that the idea that the woman's coyness is wrong contradicts the idea of truly loving her. Some students may say that the value placed on logical argument contradicts the value placed on love, which is often illogical.

Reading: Literature—Standard 5, Teacher's Guide, p. 6

1. That choice contrasts the visitor's frame of reference as an outsider with the passion and regret of Arsat, the narrator of the story-within-a-story. Perhaps the structure of the story facilitates a comparison of two different views of life, the white man's and Arsat's. Both are now isolated and feel they live in a world of illusion. However, Arsat, in seeking revenge for his brother, is plunging back into a world of passionate choice, while it seems as if the white man is departing from such a world or holding it at arm's length.
2. The story conveys Conrad's vision of life's tragic dimension—that we can be torn apart by divided loyalties and forced into betrayals or we can shun engagement and live in a world of illusion. If the resolution of the story were happier, Conrad would be communicating a different, and perhaps less ennobling, view of life.
3. It helps achieve a more neutral, objective tone. It helps convey the theme that a storyteller must have distance from his story in order fully to understand its meaning and also that romantic illusions of youth are often lost as we grow older.
4. The epiphany, which conveys the narrator's sudden insight into himself as "a creature driven and derided by vanity," has a powerful emotional impact at the story's end. It leaves the reader feeling the bitter taste of disillusionment that the narrator felt as a young man. Because we end with this powerful feeling experienced by the narrator's younger self and do not again hear the "voice" of the older narrator, we can infer that in some way, this sense of disillusionment has not been diminished by passing time.

(Grade 12 Model Responses, cont.)

Reading: Literature—Standard 6, Teacher’s Guide, p. 7

1. Among other things, he pokes fun at aristocratic morals and behavior, targeting the significance upper-class society gives to trivial matters and the somewhat endearing foolishness of its flirtation rituals.
2. The game is described as if it were a serious battle.
3. It relies much more on hyperbole. Throughout, the narrator’s hyperbole, or exaggeration, indicates that things are vitally important when what he really means is that they are foolish or trivial.

Reading: Literature—Standard 7, Teacher’s Guide, p. 7

1. Students should use details from the film or films to support their opinions as to how well a performer captures the character he or she is portraying.
2. Students should cite specific details, such as camera angles, lighting, and sound effects, that help convey an appropriate mood.
3. Students should explain whether or not the production provides insights into the themes of the original work or into modern themes.
4. Students should support with specific details their opinions as to how effectively Shakespeare’s language is communicated.
5. Students should explain how relevant the updated version is to the original work and how imaginative the updated version is in its own right.

Reading: Informational Text—Standard 2, Teacher’s Guide, p. 10

1. They have warned her not to go among her troops at this time. She wants to show her own courage and the trust she has in the support of her troops.
2. She recognizes that women were commonly viewed as weak and feeble creatures, unfit to lead. It conflicts with the main points she wants to make about her courage and fitness to lead and about the troops supporting her. By anticipating counter-arguments and then using rhetoric to indicate that they are invalid, she makes her points more convincing to any doubters.
3. She wants to let them know that they will be paid. It helps encourage the support she is asking for in the last sentence.

Reading: Informational Text—Standard 4, Teacher’s Guide, p. 11

1. It means “applicable to everyone; widespread.” The context provides a clue to the meaning by repeating the idea expressed by *universal* in saying that all that the church does “belongs to all.”
2. It is figurative. It means that, like the pages of a book, humans are bound together and have one “author,” who is God.
3. It refers to a group of nuns, monks, or any church community that follows certain rules.
4. It means that all of humanity is interconnected, under God.
5. It has a more biblical or religious connotation than plain *misery*. It stresses Donne’s belief that the misery human beings suffer helps mature and ripen them and makes them closer to God.

(Grade 12 Model Responses, cont.)

6. a. The person may be too ill to know. He might think it does not toll for him. b. The bell is associated with church rites and rituals. For Donne, it signals that someone has died or will soon die. c. He makes the point that faith summons us all and we are all interconnected. He makes it later in the famous passage beginning, “No man is an island” and ending with “it tolls for thee.” d. It clarifies that Donne is talking about a death knell. In saying that whenever one person suffers, we all suffer, and whenever one person dies, we all die, Donne is stressing his point that all of humanity is interconnected.

Reading: Informational Text — Standard 5, Teacher’s Guide, p. 12

1. He discusses Britain first and in more detail. This structure suggests that Britain is more important to his history.
2. Words such as *boundless* and *rich* and details mentioning travelers and good pasturage were likely to engage the interest of readers of his day.
3. He gives no evidence to support his statement about land and sea birds. He mentions salmon, eels, and shellfish such as mussels and cockles. This contrast suggests that fish were more important to the British diet than birds were.
4. He is comparing it to Britain. It stresses that Ireland has a mild, healthy climate and seems something of a magical place.
5. Some students may feel that the selection would be much clearer if the main idea were stated in a thesis at the beginning. Students should support their evaluations with details from the selection.